English Learners in Oregon

Annual Report 2022-23

June 2024

OREGON DEPARTMENT OF EDUCATION

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Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on ODE's legislative reports webpage. Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2022-23 school year[1]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2022-23 school year.

Nearly 100,000 students in Oregon are current or former English learners.

As of May 1, 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners (i.e., ever English learners constituting 18.4 percent of students) were an incredibly diverse student population in 2022-23.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2022-23 school year. Woodburn School district served the highest percentage of current English learners, with 41.9 percent of students learning English in an ELD program as of May 1, 2023. On the other hand, 67.9 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2022-23 school year include the following:

- The majority of current English learners were in elementary grades (59.2 percent), while the majority of former English learners were in high school grades (55.6 percent).

[1] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

- The number of recently arrived current English learners (i.e., new immigrant students) increased from 4,145 in 2021-22 to 4,851 students in 2022-23.
- Spanish was the predominant home language of current English learners (76 percent), but overall, there were 222 documented unique home languages (an increase of 23 languages from 2021-22) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian; each being the home language of about 2 percent of current English learners.
- Approximately 77 percent of current English learners were Latino/a/x, and 32.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (32.6 percent) were current English learners.

English learners are overrepresented in special education and underrepresented in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners (88.4 and 79.8 percent vs. 59 percent).
- A higher percentage of current English learners received special education services and supports as compared to never English learners (19.7 vs. 16.1 percent); however, ever English learners and never English learners had comparable percentages of students receiving special education services and supports (14.3 vs. 16.1 percent).
- Almost 10.5 percent of current English learners received services in migrant education programs (i.e., 6,232 students). Additionally, 57.5 percent of the students in migrant education programs were current English Learners.
- While across Oregon 7.0 percent of never English learners participated in TAG programs, this figure was 5.7 percent for former English learners and just 0.5 percent for current English learners.

Younger English learners are more likely to be on track to English Language Proficiency than their older peers.

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. More than half of current English learners (58.8 percent) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

Very few current English learners are meeting state standards in English Language Arts and Mathematics.

A substantially smaller percentage of current English learners in elementary schools (6.6 percent) versus former (54.6 percent) and never English learners (47.8 percent) met or exceeded state standards in English Language Arts in 2022-23. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1 percent) versus former (44.3 percent) and never English learners (40.0 percent) met or exceeded state standards in mathematics in 2022-23. A similar trend is observed at middle and high schools.

Attendance rates are lower among current ELs, particularly in high school.

Former and never English learners have the highest levels of regular attendance (75.2 and 64.9 percent) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (58.3 percent), middle (56.2 percent), and high school (44.0 percent) grades. Regular attendance rates decline for current, former, and never English learners in middle and high school grades.

Current English learners are more likely to graduate with a modified diploma.

Former English learners graduated at rates better than never English learners (87.6 vs. 81.5 percent) in 2022-23; however, substantially fewer current English learners graduated in four years (68.1 percent). Moreover, current English learners that graduated in four years were over 2.8 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio was only slightly smaller (2.5 times) for the cohorts that graduated in five years.

Students designated as English learners in high school are less likely to go to college than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners; in both cases, about 55 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in post-secondary education institutions. Over 39 percent of current English learners went on to college within 16 months of high school graduation.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2022-23, this ratio is 0.87, which is only slightly higher than 0.86 for 2021-22.

Introduction

In 2022-23, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2022-23 school year made up 18.4 percent of all students in Oregon public schools and districts (as of the first school day in May 2023). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2022-23 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at each district's main office and on district websites.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2022-23 school year[2]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2022-23 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs). Finally, like last year, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics that were not available during the period impacted by the COVID-19 pandemic.

[2] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

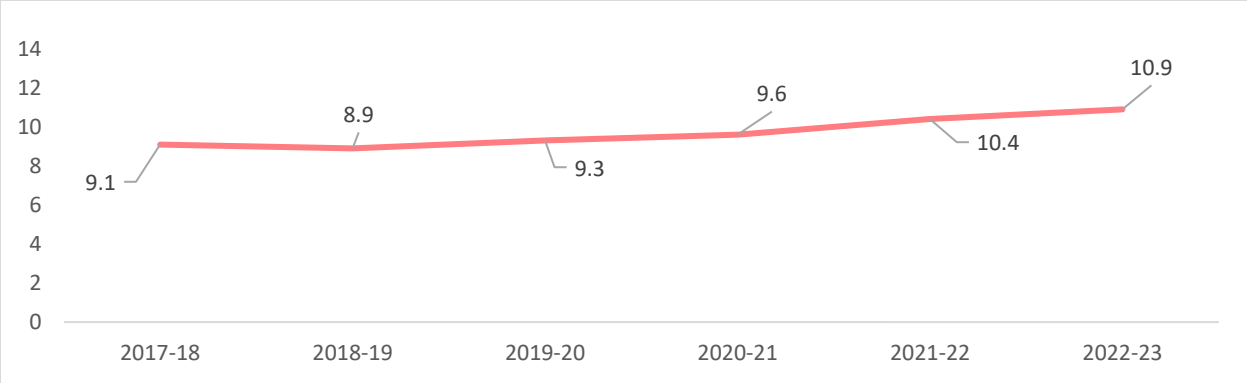
Section 1: Demographics of English Learners in Oregon in 2022-23

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners were an incredibly diverse student population in 2022-23 (representing 18.4 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year[3]. They receive English language instruction, supports, and services because they are to help them become proficient in English. The reason for the lack of English proficiency is because English is not their native language, or they come from an environment where a language other than English has had a significant impact on their English proficiency. Identification of English learners is done using a Language Use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. As noted earlier, in 2022-23, 59,263 of Oregon's 545,609 K-12 students, or 10.9 percent, were current English learners[4] (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2017-18 to 2022-23)



A smaller number of students in 2022-23 (40,912 or 7.5 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 school year. Research does suggest, however, that former English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Given its importance, during its

[3] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

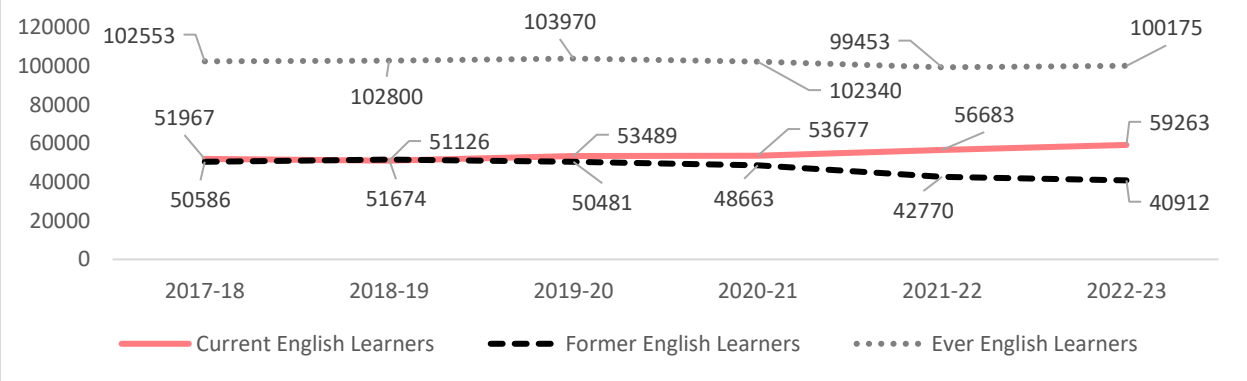
[4] The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

monitoring process, ODE reviews the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts' ability to support former English learners continued progress.

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English Learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Oregon has had a largely stable population of about 100,000 English learners (former and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 102,553 in 2017-18 and, after increasing and declining for a couple years, reaching 100,175 students in 2022-23.

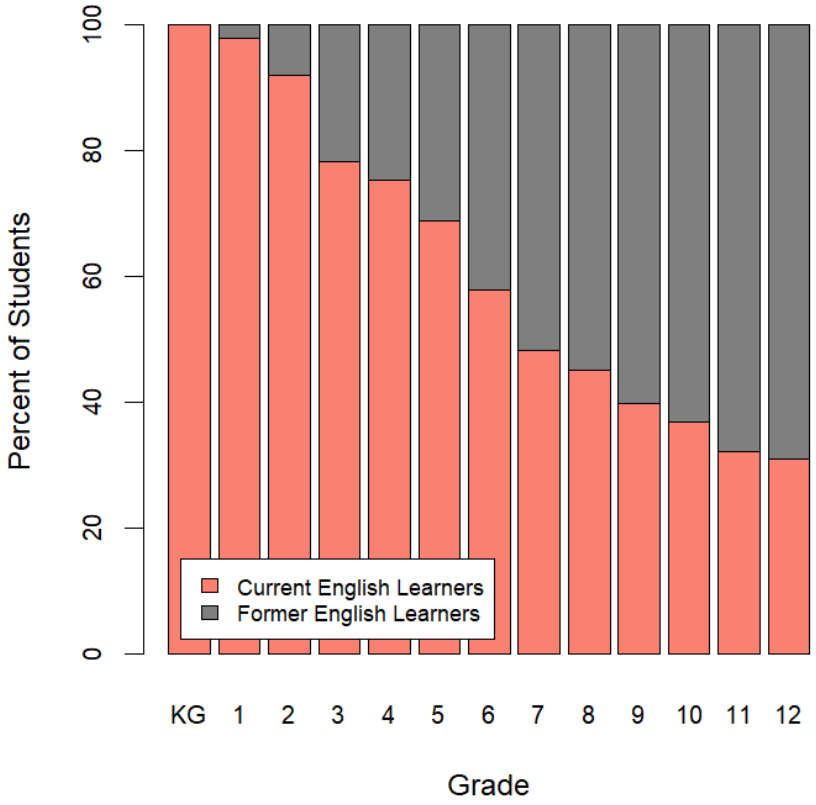
Figure 2. Number of current, former, and ever English Learners in Oregon (2017-18 to 2022-23)



The majority of current English Learners were in the elementary grades.

Although there were current English learners at every grade level, approximately two-thirds (59.2%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 20.1 percent) or in high school (grades 9-12; 20.6 percent). Figure 3 shows the percent of current and former English learners by grade in 2022-23. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners). For example, across the elementary grades, the percentage of elementary students who are current English learners ranges from 68.8 percent to 100 percent, while in the secondary grades it ranges from 45.0 percent to 57.7 percent, and in high school it ranges from 30.9 percent to 39.7 percent.

Figure 3. Comparison of the percentage of current and former English learners by grade in 2022-23



English Learner enrollment varied across Oregon districts.

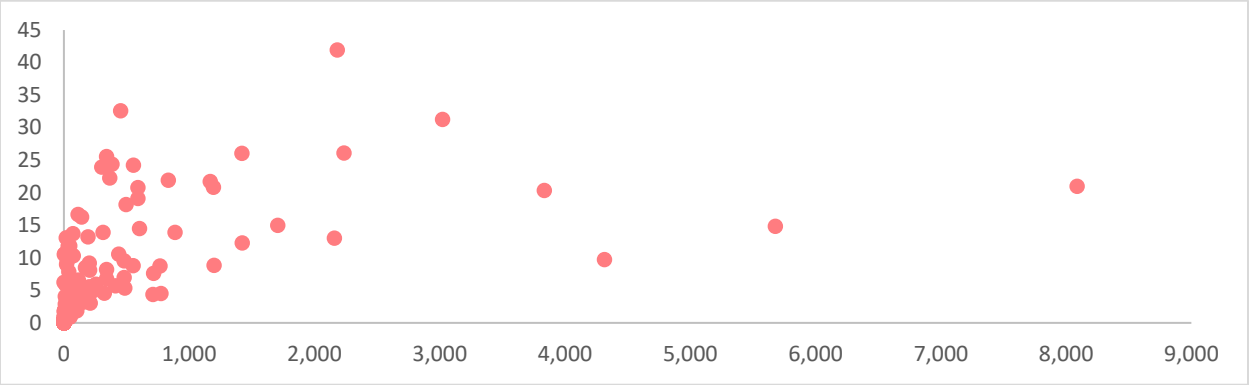
Oregon has 197 school districts. In 2022-23, 153 districts provided English language instruction, supports, and services to current English learners. Over 80 districts participated in Title III funds in a consortium as these districts had fewer than 77 identified English learners and therefore did not generate the federally required $10,000 minimum Title III sub-grant. These districts with small EL populations may experience challenges with the students being enrolled across several grade levels, may have different English language proficiency levels, or may have limited ELD teachers. The remaining districts in Oregon (n = 44) did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2022-23. There were eight districts with more than 2,000 current English learners. Thus, in 2022-23, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

Statewide, about a quarter of Oregon districts (n = 51) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for Federal Title III subgrant. However, such districts can always form or join a consortium of districts to become eligible for the improvement efforts under state and federal accountability initiatives.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2022-23. The 44 districts not currently serving English learners tended to be small in overall population (median 122 students).

Figure 4. Comparison of the number and percentage of current English learners by district in 2022-23



This variation across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of current English learners in 2022-23.

District Name	Number of Current English Learners
Salem-Keizer SD 24J	8,088
Beaverton SD 48J	5,680
Portland SD 1J	4,314
Hillsboro SD 1J	3,836
Reynolds SD 7	3,023
David Douglas SD 40	2,236
Woodburn SD 103	2,182
North Clackamas SD 12	2,160
Gresham-Barlow SD 10J	1,707
Tigard-Tualatin SD 23J	1,423

In addition, table 2 shows the ten districts with the highest percentage of current English learners. Note that some districts (ex. Woodburn SD 103) appear on both lists. This means that not only do these districts rank high on the number of current English Learners in the state, but their current English learners also make up a notable portion of their own overall student population.

Table 2. Districts with the highest percentage of current English learners in 2022-23.

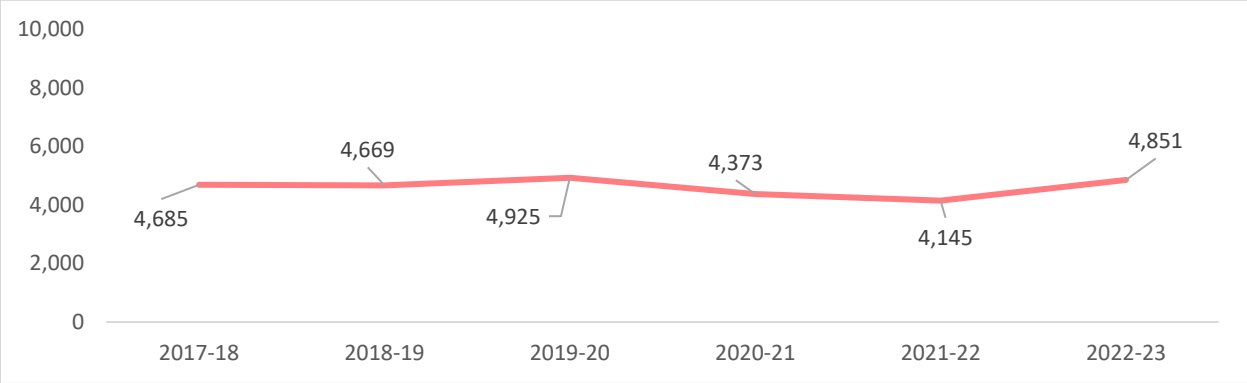
District Name	Percentage of Current English Learners
Woodburn SD 103	41.9%
Umatilla SD 6R	32.6%
Reynolds SD 7	31.3%
Centennial SD 28J	26.1%
David Douglas SD 40	26.1%
Nyssa SD 26	25.6%
Milton-Freewater Unified SD 7	24.4%
Morrow SD 1	24.2%
Gervais SD 1	23.9%
North Marion SD 15	22.3%

The number of recent arrivers increased in 2022-23.

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2022-23, 4,851 current English learners were recent arrivers. This number represents one of the largest counts of recent arrivers over the last six years (see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2017-18 to 2022-23).



Most recent arrivers (58.9 percent) were in the elementary grades, while 17.1 percent were in grades 6-8 and 24.0 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2022-23 was 1,995. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts with the largest population of such students in 2022-23 are shown in Table 3.

Table 3. Districts with the largest population of adolescent newcomers in 2022-23.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	338
Salem-Keizer SD 24J	240
David Douglas SD 40	194
Reynolds SD 7	124
Gresham-Barlow SD 10J	91

In 2022-23, districts reported 790 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

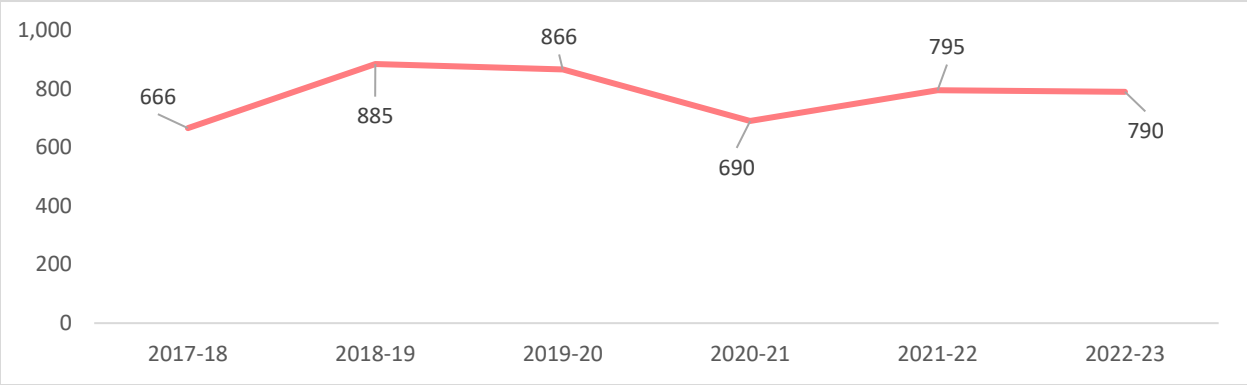
a. Have at least two fewer years of schooling than their peers of the same age,
b. Function at least two years below grade level expectations in reading and mathematics, and
c. Are preliterate in their native language.[5]

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2022-23 school year, districts reported 790 current English learners with limited or interrupted formal education (about 1.3 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2016-17 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22 and 2022-23.

[5] See ESEA Title III English Learner Definitions for more details.

Figure 6. Number of current English learners with an interrupted formal education (2017-18 to 2022-23).



Most students with limited or interrupted formal education were in high school (62.2 percent). Another 22.7 percent were in the middle school grades (grades 6-8), and only 15.2 percent were in the elementary grades.

In 2022-23, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2022-23. These nine districts alone enrolled 83.3 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant number of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2022-23

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	291
Portland SD 1J	91
Beaverton SD 48J	82
Hermiston SD 8	47
Reynolds SD 7	41
Woodburn SD 103	31
South Lane SD 45J3	28
Morrow SD 1	26
Klamath County SD	21

Current English learners across the state spoke 222 unique home languages.

Statewide, current English learners spoke about 222 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.0 percent of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0 percent of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

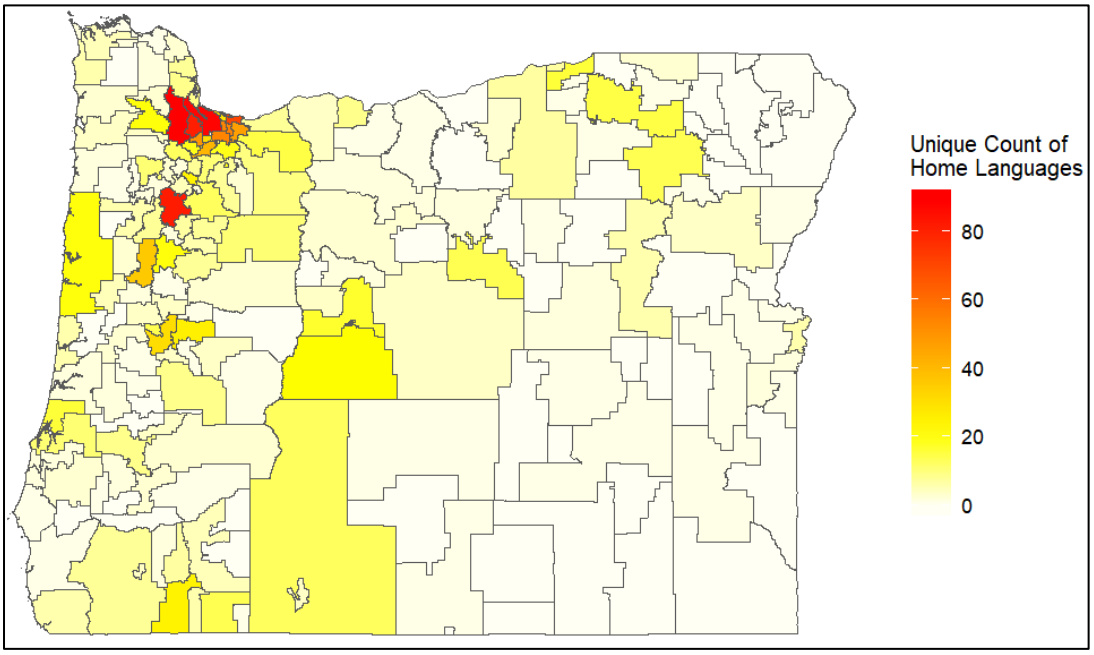
In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2022-23, districts reported an unidentified home language (listed as '*other languages*' in Table 5) for 772 English learners, suggesting a need for continued training and support in this area.

Table 5. Most prevalent home languages among current English learners in 2022-23.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	45,035	76.0%
Russian	1,548	2.6%
Chinese	1,178	2.0%
Vietnamese	1,172	2.0%
Arabic	820	1.4%
Chuukese	782	1.3%
Other languages	772	1.3%
Ukrainian	735	1.2%
Somali	571	1.0%

Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

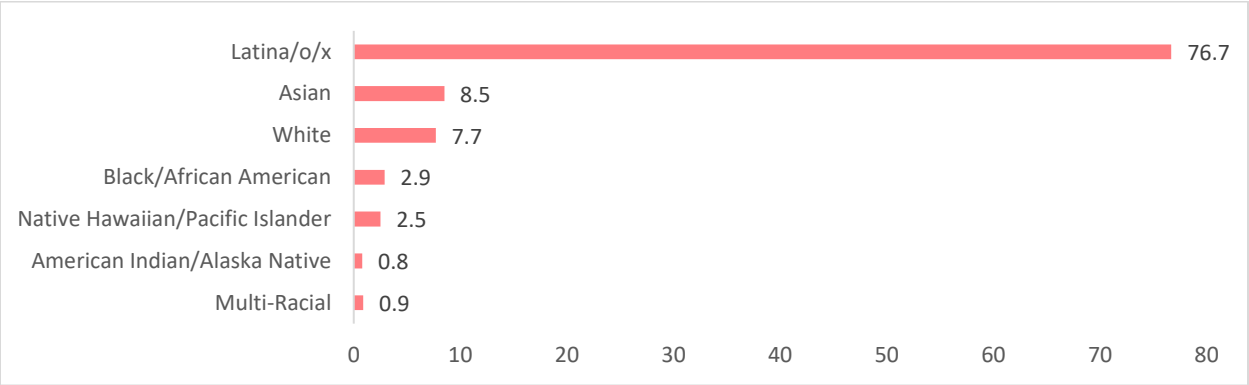
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2022-23



The vast majority of current English learners were Latina/o/x.

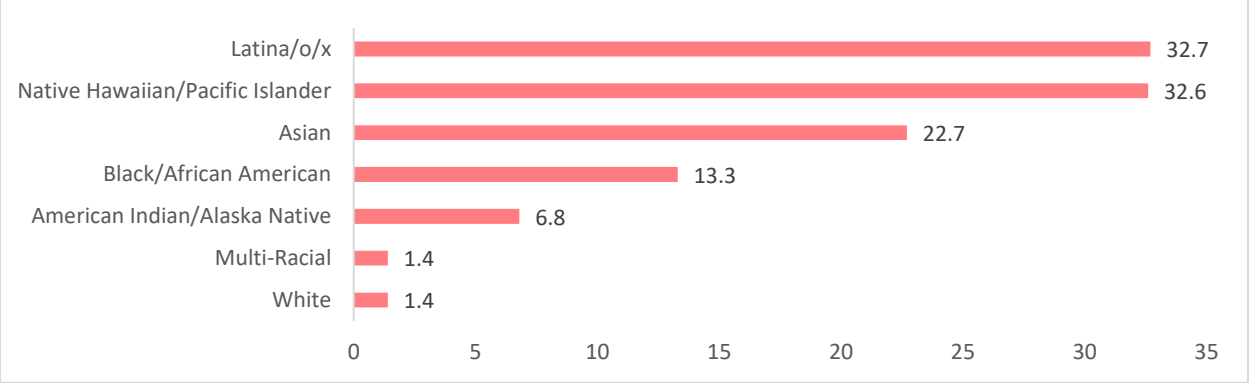
Of the 59,263 current English learners in Oregon during the 2022-23 school year, 45,463 (76.7 percent) were Latina/o/x. About 7.7 percent were White and 8.5 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2022-23.



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 32.7 percent of Latina/o/x students were current English learners in 2022-23. Moreover, 32.6 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2022-23.



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2022-23 school year.

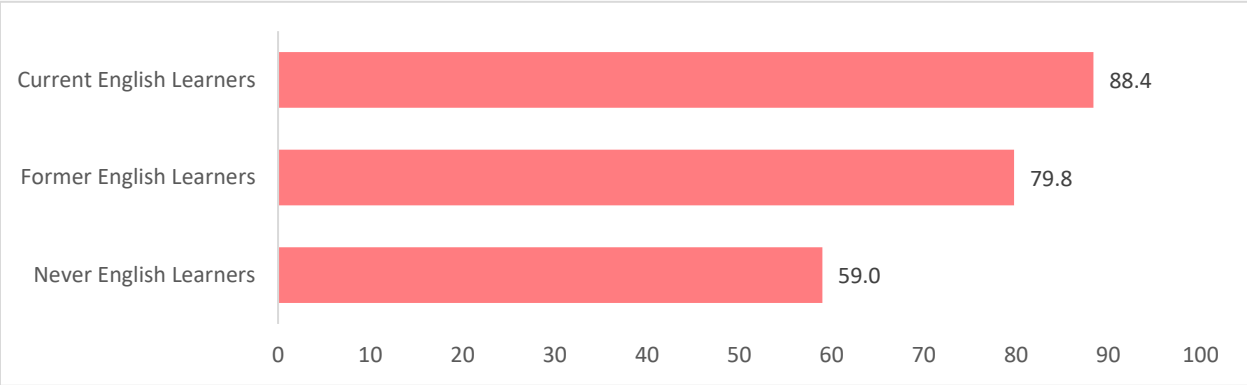
Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals

is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 88.4 percent of current English learners come from economically disadvantaged households[6].

Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2022-23.



Special Education

Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are present not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

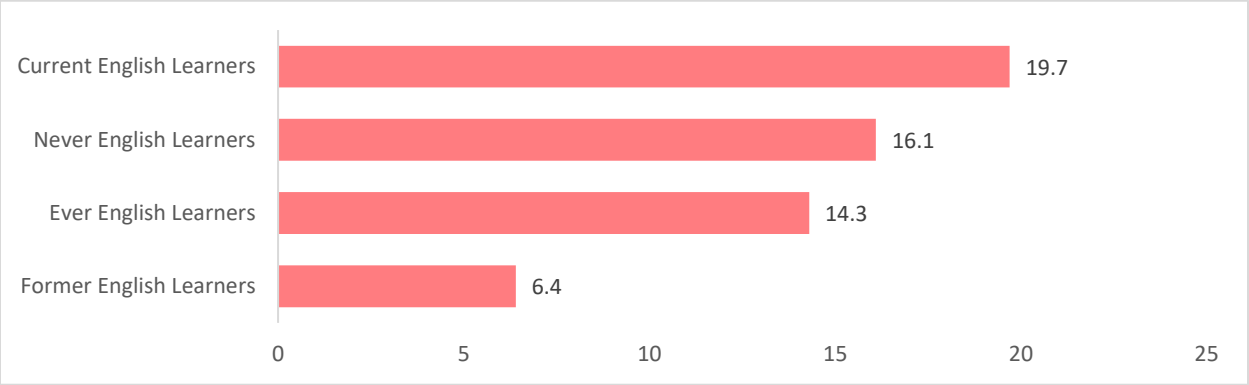
Ever English learners and never English learners received special education services and supports at about the same rate.

As figure 11 illustrates, a far higher rate of current English learners (19.7 percent) received special education services and supports as compared to former (6.4 percent) and never English learners (16.1 percent).

[6] Although the COVID-19 related waivers issued by the USDA to allow meals to be served at no cost to all students ended in 2021-22 school year, about 54% of Oregon schools provided free meals to all their students in 2022-23 school year.

However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

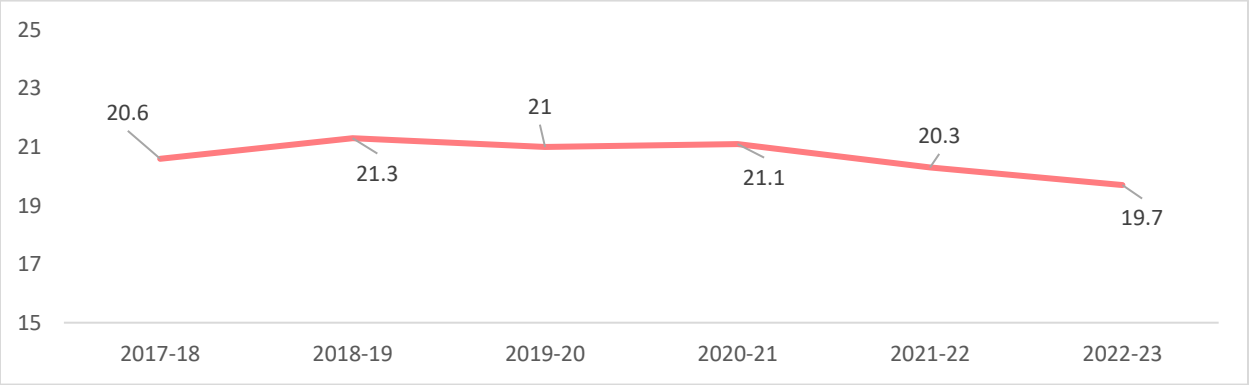
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2022-23.



The percentage of current English learners receiving special education slightly decreased in 2022-23.

In 2022-23, 11,694 current English learners (19.7 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2022-23 represents a slight decrease from the year before, when 20.3 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2017-18 to 2022-23).



Most current English learners with a disability in 2022-23 had a specific learning disability (3,611 students) or a speech or communication disorder (2,816 students) as their primary disability.[7] Other primary disabilities, with 100 or more current English learners in 2022-23, included autism spectrum disorder, other health

[7] A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

impairments, developmental delay, intellectual disability, emotional behavior disability, deaf or hard of hearing, hearing impairment (see Table 6).

Table 6. Primary disabilities involving 100 or more current English learners in 2022-23.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,611	6.1%
Communication Disorder	2,816	4.8%
Autism Spectrum Disorder	1,096	1.8%
Other Health Impairments	1,084	1.8%
Developmental Delay	801	1.4%
Intellectual Disability	683	1.2%
Emotional Disturbance	237	0.4%
Hearing Impairment	186	0.3%

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs services if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

10.5 percent of current English learners received services from Migrant Education Programs in 2022-23.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2022-23, 6,232 current English learners participated in migrant education programs. That number translates to 10.5 percent of all current English learners. It also means that more than half (57.5 percent) of the 10,844 students in migrant education programs were current English Learners in 2022-23. Moreover, 31.4 percent of students in migrant education programs in 2022-23 were former English learners. This also implies that 88.8 percent of the 10,844 students who received services from migrant education programs were ever English learners.[8]

Approximately 101 districts in 2022-23 school year enrolled students who qualified for migrant education programs. Ten districts with the largest population of English learners participating in their migrant education program in 2022-23 (see table 7).

[8] The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

Table 7. Districts with the largest number of English learners participating in migrant education programs in 2022-23.

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	928	Hood River County SD	261
Hillsboro SD 1J	358	North Wasco County SD 21	253
Medford SD 549C	348	Hermiston SD 8	243
Woodburn SD 103	318	Beaverton SD 48J	205
Forest Grove SD 15	290	Nyssa SD 26	168

Talented and Gifted

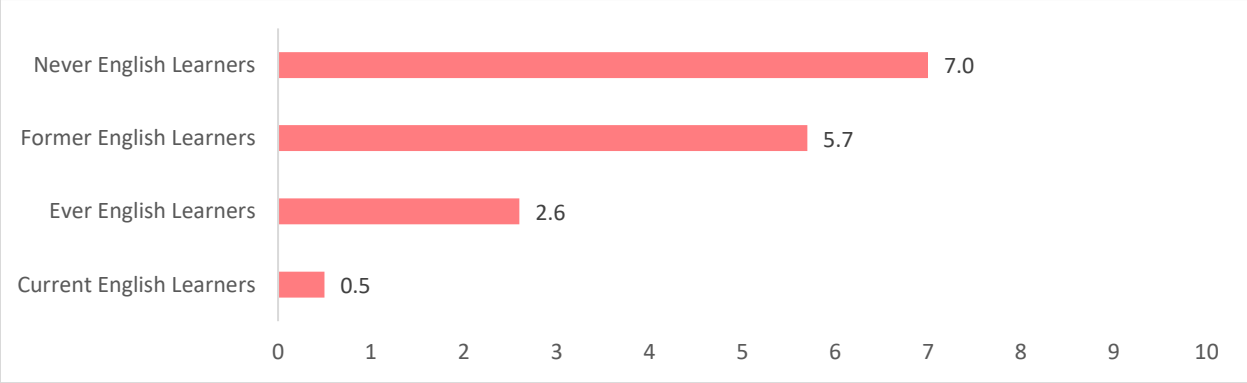
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Programs.

According to figure 13, 6.5 percent of never English learners (31,032 students) were identified for TAG programs in 2022-23. While 5.7 percent of former English learners were identified (2,345 students) and 5.3 percent of ever English learners were identified (2,336 students), less than 1 percent (0.5% percent) of current English learners were identified for TAG programs in 2022-23 (283 students). Never English learners were about 14 times more likely to be identified for TAG programs than current English learners in 2022-23.

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2022-23.



Section 3: Language Development and Academic Outcomes for English Learners

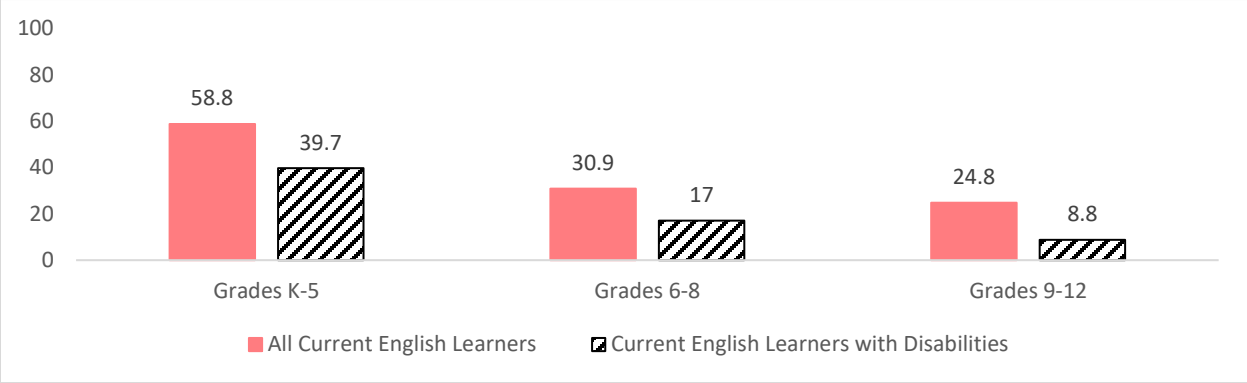
Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

Progress towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to the Oregon's ESSA Consolidated State Plan (2017) for Oregon's trajectory expectations (pp. 43-44).

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 58.8 percent in elementary school grades to 24.8 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 39.7 percent in elementary school grades to 8.8 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners and the annual enrollment of new ELs. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2022-23.



Long-term current English learners made up 21.9 percent of all current English learners.

Parents and communities have concerns about the ability of Oregon's schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners**.** The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2022-23, most current English learners (78.1 percent) were not long-term current English learners; however, this means that 21.9 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon's schools and districts to meet the needs of current English learners. This is particularly salient given that 40.5 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2022-23.

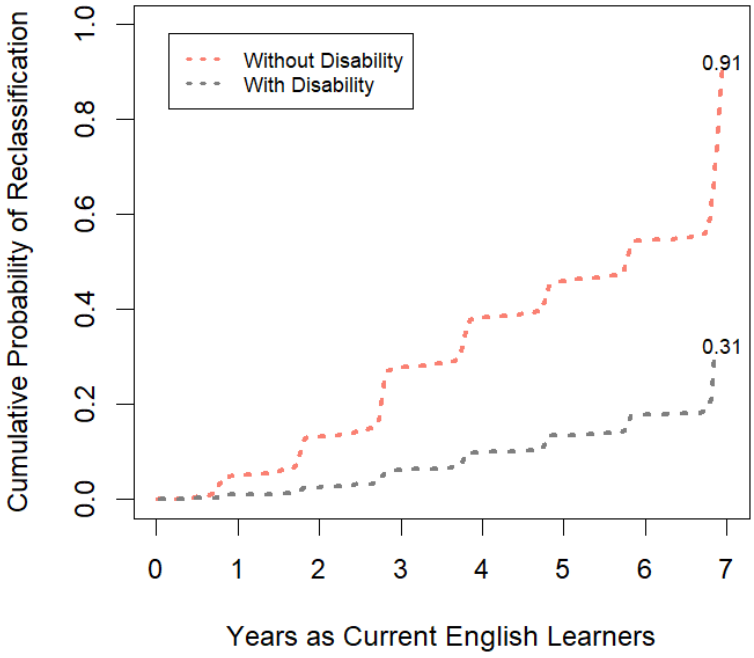
Approximately 31 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2022-23 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2023 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2023).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2016, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.91[9] (or, after multiplying by 100, 91 percent). That is, 91 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program after seven years. On the other hand, 31 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after seven years. Succinctly put, ELs without a disability are, on average, about three times as much likely to exit the EL program in 7 years than their EL peers with a disability.

Figure 15. Probability of reclassification for current English learners with and without disabilities after seven years (July 1, 2016 to June 30, 2023).



Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards.

Former ELs performed similarly or slightly below never ELs in English language arts, while few current ELs met or exceeded state standards.

At the elementary level (grade 3-5), 6.6 percent of current ELs met or exceeded state standards in English language arts. In contrast, 54.6 percent of former ELs in elementary hit this benchmark. This was higher than the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact, in many districts (n = 74),

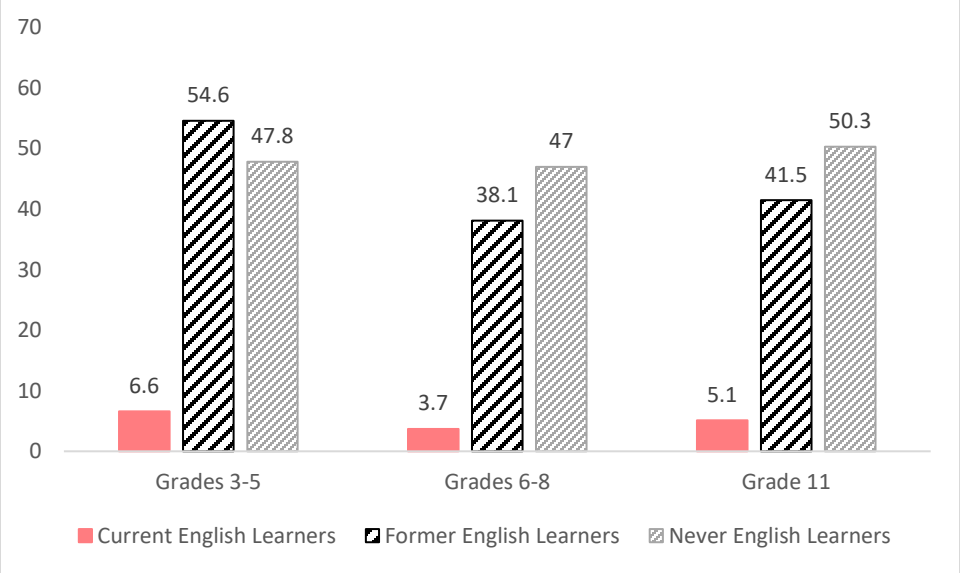
[9] Because ELPA21 was introduced in 2015 and its EL exit data became available in 2016, this value is inflated.

a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

At the middle school level (grades 6-8), only 3.7 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.1 percent of former ELs and 47.0 percent of never ELs met or exceeded standards. In 46 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 5.1 percent of current ELs, 41.5 percent for former ELs, and 50.3 percent of never ELs met or exceeded state standards. At the high school level, there were 36 districts[10] in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2022-23[11]



In math, former ELs performed below never ELs, especially in middle and high school, while less than 10 percent of current EL met or exceeded state standards.

At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 44.3 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat lower, 40 percent.

[10] These districts include: Baker SD 5J, Oregon Trail SD 46, Gladstone SD 115, Scappoose SD 1J, North Bend SD 13, Crook County SD, Douglas County SD 4, Winston-Dillard SD 116, Central Point SD 6, Eagle Point SD 9, Culver SD 4, Three Rivers/Josephine County SD, Klamath County SD, Lake County SD 7, Fern Ridge SD 28J, Siuslaw SD 97J, Central Linn SD 552, Nyssa SD 26, Mt Angel SD 91, Reynolds SD 7, Centennial SD 28J, Corbett SD 39, David Douglas SD 40, Tillamook SD 9, Echo SD 5, Milton-Freewater Unified SD 7, Pendleton SD 16, Stanfield SD 61, La Grande SD 1, North Powder SD 8J, Mitchell SD 55, Yamhill Carlton SD 1, Amity SD 4J, Dayton SD 8, Sheridan SD 48J, North Wasco County SD 21.

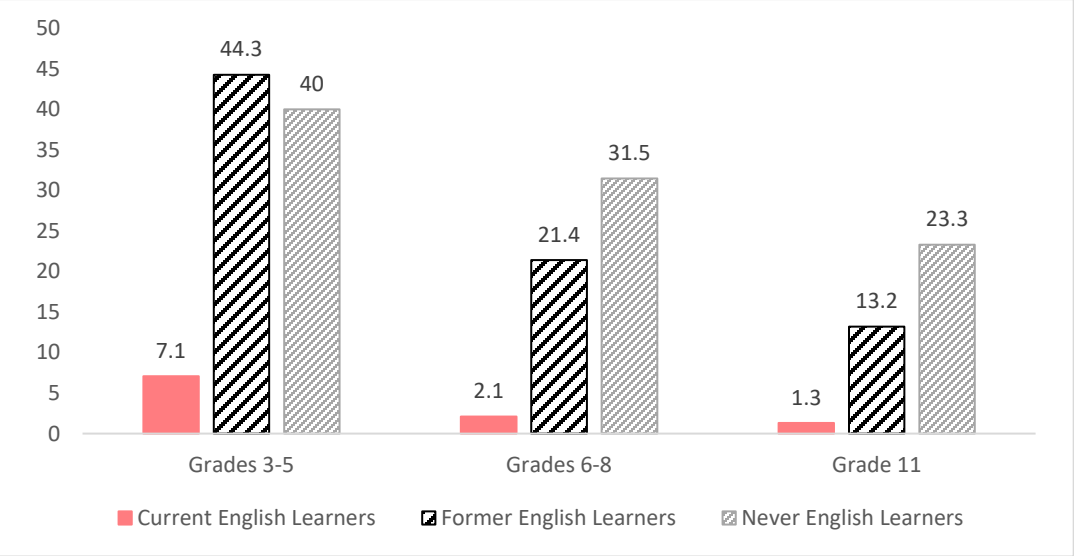
[11] In this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Among middle school students, 2.1 percent of current ELs met or exceeded standards in math, compared to 21.4 percent of former ELs and 31.5 percent of never ELs.

Among students in grade 11, 1.3 percent of current ELs, 13.2 percent of former ELs, and 23.3 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

Overall, similar patterns emerge in Math as in ELA, with higher levels of proficiency at the elementary level than other educational levels.

Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2022-23[12]



Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and post-secondary enrollment.

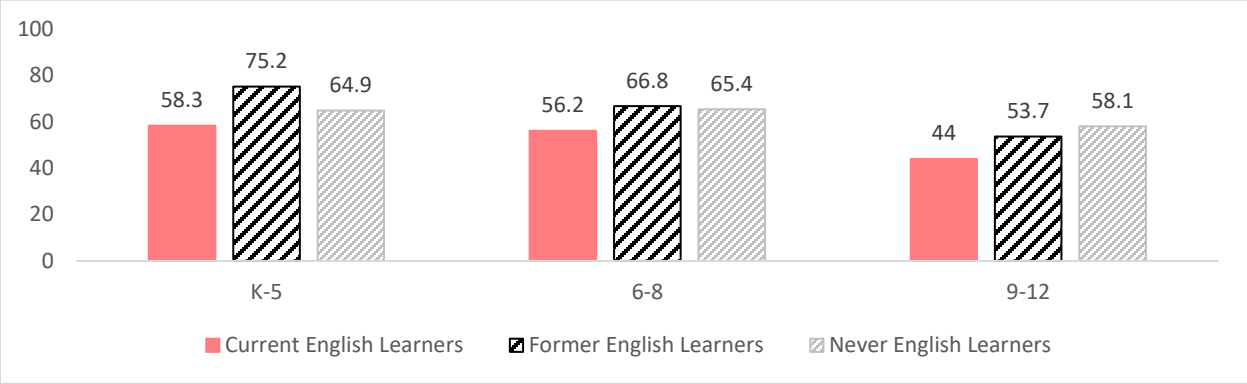
Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90 percent of school days during the school year.

[12] Also in this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing.

Among elementary grades in 2022-23, former and never English learners have the highest levels of regular attendance (see figure 18). Current English learners, on the other hand, have lower rates of regular attendance in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 14.3 (i.e., 58.5 – 44.0) and 21.5 (i.e., 75.2 – 53.7) percentage points between elementary and high school grades).

Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2022-23



On Track to Graduate

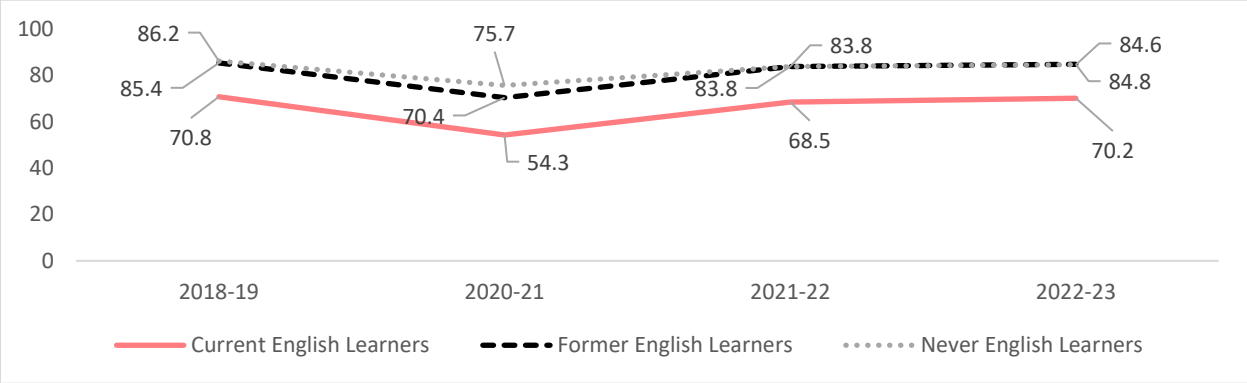
Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of the credits earned and not the specific courses associated with those credits. From 2018-19 to 2022-23, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.[13]

According to figure 19, former and never English learners in 9th grade are on track to graduate at substantially higher percentages than current English learners from 2018-19 to 2022-23. Former and never English learners have very similar percentages. Their gap widens from 0.8 percentage points in 2018-19 to 5.3 percentage points in 2020-21. However, the gap between former and never English learners completely closes in 2021-22. Despite a considerable decline in 2020-21 likely due to the impact of the COVID-19 pandemic, current, former, and never English learners experience a sizeable improvement in 2021-22 with the current and former English learners increasing by 14.2 and 13.4 percentage points since 2020-21. Finally, all three groups of students continued to grow in 22-23, with current English learners improving by 1.7 percentage points, former English learners by 1.0 percentage point, and never English learners by 0.8

[13] Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

percentage points. It must be noted also that as part of Senate Bill 744 passed in 2021, these students were not required to demonstrate proficiency for three of the nine essential skills as one of their non-credit graduation requirements.

Figure 19. Percentage of 9th grade current, former, and never English learners on track to graduate within four years (2018-19 to 2022-23).



Four-Year Graduation

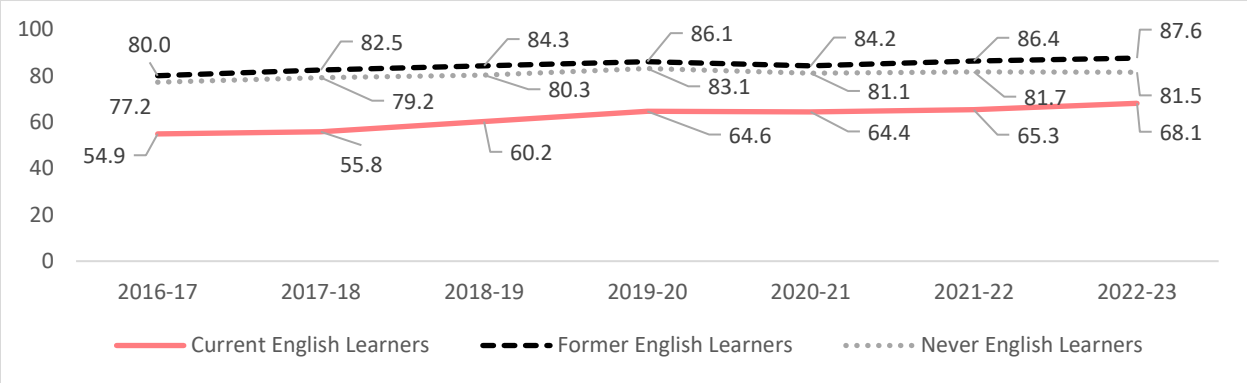
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 20, former and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2016-17 to 2022-23. Indeed, consistently since years 2016-17, the four-year graduation rate for former English learners was higher than the rate for never English learners.

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2016-17 to 2022-23 (an increase of 13.2 percentage points).

Figure 20. Percentage of current, former, and never English learners graduating within four years (2016-17 to 2022-23).



Current English learners graduating in four years were over 2.8 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2022-23 (i.e., 2,297 students), 261 students (11.4 percent) received a modified diploma (see table 8). By contrast, among the former English learners that graduated in 4 years in 2022-23 (i.e., 5,140 students), 112 students (2.2 percent) received a modified diploma. Finally, among the never English learners who graduated in four years in 2022-23 (i.e., 30,270 students), 1,201 students (4.0 percent) received a modified diploma.

In addition, among the students that graduated in four years in 2022-23, current English learners were more than 2.8 times (11.4 percent ÷ 4 percent) more likely to receive a modified diploma compared to that for never English learners. This ratio slightly decreases to 2.6 times (11.1 percent ÷ 4.3 percent) for cohorts that graduated in five years.

Table 8. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11.4%	11.1%
Former English Learners (Modified)	2.2%	2.3%
Never English Learners (Modified)	4.0%	4.3%
Current English Learners (Regular)	88.6%	88.9%
Former English Learners (Regular)	97.8%	97.7%
Never English Learners (Regular)	96.0%	95.7%

Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

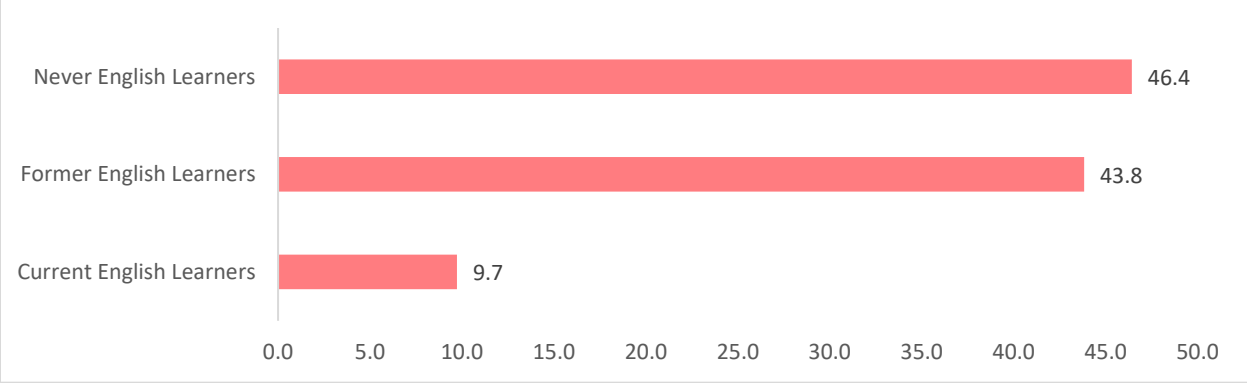
- Meet all graduation requirements, and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[14] who earned the Seal of Biliteracy in 2022-23.

The majority of students who earned the Seal of Biliteracy in 2022-23 were ever English learners.

Of the 37,710 students who graduated in 2022-23, 2,311 students (about 6.1 percent) also earned the Seal of Biliteracy. Among those 2,311 students, 46.4 percent were never English learners, 43.8 percent were former English learners, and 9.7 percent were current English learners (see figure 21). In other words, 53.6 percent of those who earned the Seal of Biliteracy were ever English learners (i.e., current plus former English learners). Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

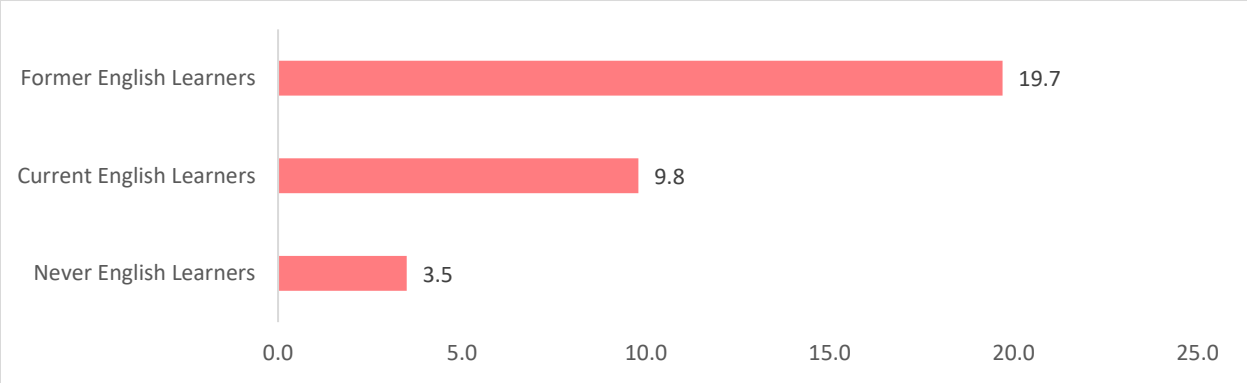
Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2022-23 (among all students who earned the Seal of Biliteracy).



According to figure 22, among former English learners who graduated in 2022-23, 19.7 percent earned the Seal of Biliteracy. Moreover, 9.8 percent of current English learner graduates earned the Seal of Biliteracy in 2022-23. This means that, among ever English learners who graduated in 2022-23, 29.5 percent also earned the Seal of Biliteracy.

[14] For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2022-23 (among current, former, and never English learner graduates).



Students earned the Seal of Biliteracy for their knowledge of a diverse combination of languages; however, English-Spanish was the most common combination.

Among the students who graduated with a Seal of Biliteracy (2,311 students), a vast majority demonstrated proficiency in a combination of languages. Specifically, English-Spanish was the most common combination of those languages (82 percent). Other notable combinations of languages in which students demonstrated their proficiency included English-French (5 percent), English-Japanese (3 percent), and English-Chinese (3 percent).

Eleven districts had 50 or more students earning the Seal of Biliteracy.

In 2022-23, eleven districts had 50 or more students earning the Seal of Biliteracy (see table 9). Moreover, among Woodburn's students who graduated in 2022-23, 52.4 percent earned the Seal of Biliteracy. Four other districts in 2022-23 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

Table 9. Districts with 50 or more students earning the Seal of Biliteracy in 2022-23[15].

District	Number of Students	District	Number of Students
Portland SD 1J	365	Corvallis SD 509J	102
Salem-Keizer SD 24J	265	North Clackamas SD 12	78
Beaverton SD 48J	247	West Linn-Wilsonville SD 3J	64
Woodburn SD 103	195	Bend-LaPine Administrative SD 1	60
Eugene SD 4J	157	Lake Oswego SD 7J	55
Hillsboro SD 1J	111		

Postsecondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater

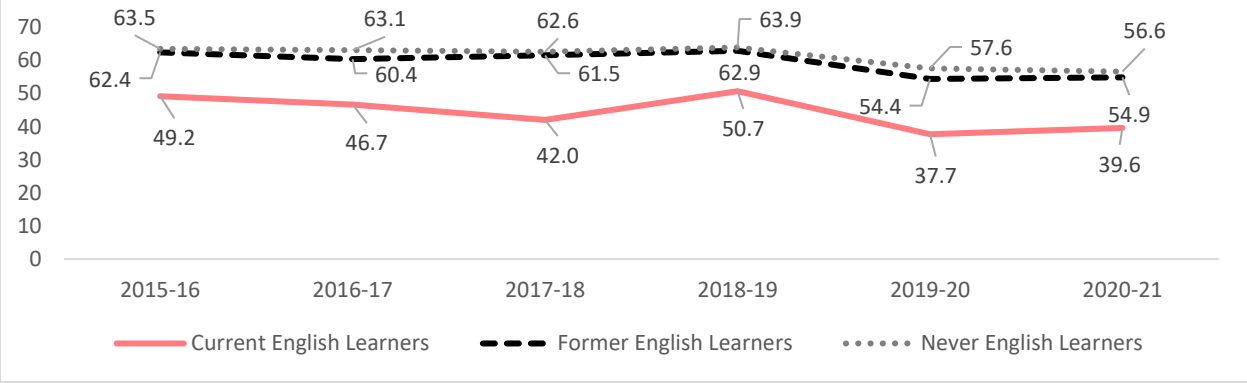
[15] Note that the counts in this table reflect students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. The data for this measure uses students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners[16] who enrolled in a post-secondary education institution within sixteen months after graduation.

Never English learners were more likely to enroll in post-secondary education institutions than current English learners; however, former English learners had comparable post-secondary enrollment rates as never English learners.

Figure 23 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 63.5 to 56.6 percent from 2015-16 to 2020-21. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually decreased from 49.2 percent in 2015-16 to 46.7 percent in 2016-17. They also decreased in 2017-18; however, they increased in 2018-19. The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners decreased from 62.4 percent in 2015-16 to 60.4 percent in 2016-17. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

Figure 23. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2015-16 to 2020-21[17]).



[16] For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

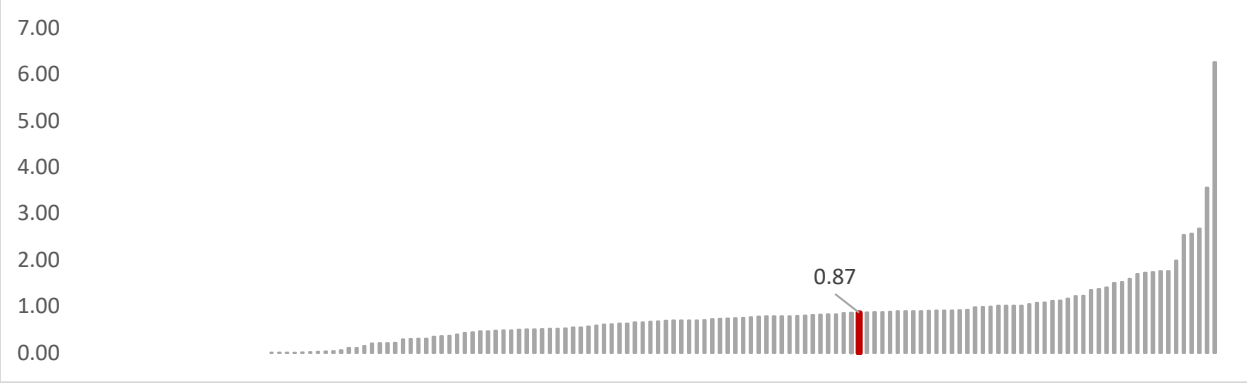
[17] The year (e.g., 2020-21) represents the school year in which students graduated from high school.

Section 5: State Revenues and Expenditures for Current English Learners

Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2022-23 was $9,622.[18] In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is 0.5 × $9,622 or $4,811 per current English learner. Altogether, the state allocated $250,092,649 for these additional English learner funds in the 2022-23 school year.

Figure 24 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2022-23 was 0.87, meaning that district expenditures on current English learners reflected 87 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 644 percent), while others reported spending less (as little as 0 percent). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

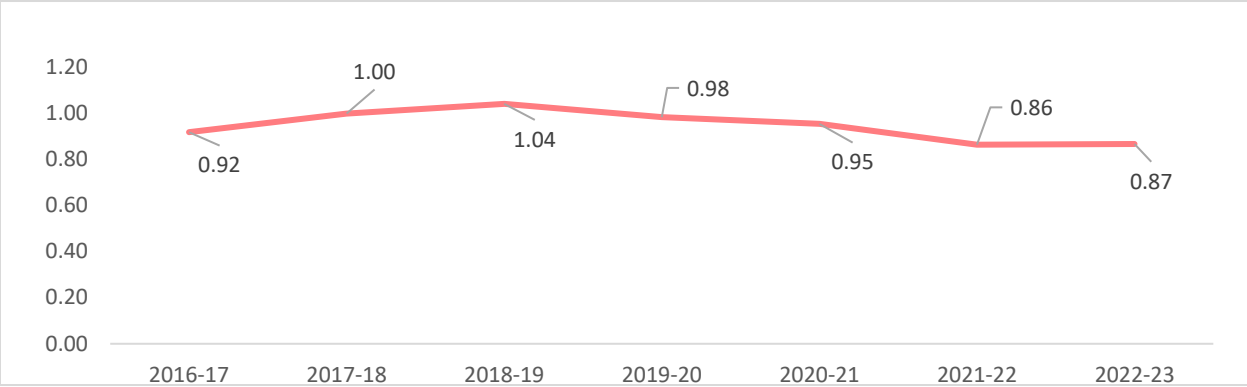
Figure 24. Ratio of current English learner expenditures to revenues across districts in 2022-23.



As figure 25 illustrates, the statewide ratio increased steadily from 2016-17 to 2018-19; however, in 2019-20 through 2022-23, the ratio decreased below 1.0.

[18] While $9,622 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

Figure 25. Ratio of statewide expenditures on current English learners to revenues (2016-17 to 2022-23).



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation). [19]

Current English learner expenditures for 2022-23 totaled $216,663,622. Districts accounted for approximately 81.2 percent of the expenditures ($175,970,409) using Function 1291 and 18.8 percent of the expenditures ($40,693,213) using Area of Responsibility 280.

In addition to this state funding, districts with at least 77 current English learners may access federal Title III grants, which in 2022-23 provided an additional $132.95 per student for supplemental current English learner services[20]. Additional information on the grant amounts is available on the ODE website under Title III Allocations.

[19] For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual.

[20] Districts with fewer than 77 students could join other districts in a consortium to access these grants.

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